



TITLE: LITTLE KNIGHT TO THE RESCUE  
LEVEL: E



## INTRODUCE THE BOOK

Before students begin to read, make them familiar with the important ideas, plot, new language structures, and new words in the book. Prepare them for a successful first reading of the story. You might say:

- "This book is about Little Knight. He hears a voice calling for help."
- "Turn to pages 2 and 3. *Little Knight came out of his hole and went outside.* Do you see how he has his helmet, armor, and sword?"
- "Now turn to page 4. *Little Knight looked around. Who was calling for help?*"
- "Turn to page 9. *Little Knight saw a girl mouse. He saw vines around her tail.* What is he going to do to help?"
- "Turn to page 12. The girl mouse said, '*Thank you for helping me. Maybe I can help you someday.*'"
- "Turn back to the beginning of the book to read about Little Knight rescuing the girl mouse."

## READ THE STORY

Encourage each student to read the entire book in a soft reading voice. Listen to students' reading and prompt for and/or praise strategic processing. Refer to the Level E Prompting Guide for a list of desired reading behaviors and suggested actions to take.

## DISCUSS THE STORY

Invite students to talk about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Below are some discussion ideas.

- Discuss how Little Knight is really a mouse who likes to think he is a knight.
- Talk about what students think might happen next.

## FOLLOW-UP TEACHING

Based on your observations of students' reading, select one or two teaching points that will be most helpful to all students. You might:

- Have students locate the word *maybe*. Using magnetic letters, show students how you can break the word into two parts. Slide *may* to the left. Then add *be*.
- Review how students can check to see if they are right (look at the picture, read to see if it sounds right, check the first/last letter).



## You Will Need:

- Magnetic dry-erase easel
- Magnetic letters

## EXTEND KNOWLEDGE OF WORDS AND LETTERS

*In this lesson, students will listen to how words sound and look alike.*

### Steps:

1. Explain to students that they need to listen to hear what part of words sounds the same.
2. Say, "Listen to these three words: *had, sad, bad*. What part sounds the same?"
3. Place *ad* on the magnetic dry-erase easel. Add the *h* to make *had*. Ask "What word is this?" Repeat with *sad* and *bad*.
4. Ask students if they can think of some other words that look and sound like *had, sad, and bad*.
5. Read the words together and talk about how the end looks and sounds the same.
6. Repeat with *day, way, and may*.

## SUPPORTING ENGLISH LANGUAGE LEARNERS

*Consider what additional challenges the lesson might present for English language learners.*

- Make sure that students understand that Little Knight is a mouse dressed up like a knight.
- You may want to practice several language structures, such as, *I'm coming to help you, but where are you?*

*For the Lesson Extension Activity for this book, go to [pioneervalleybooks.com/pawprints](http://pioneervalleybooks.com/pawprints).*